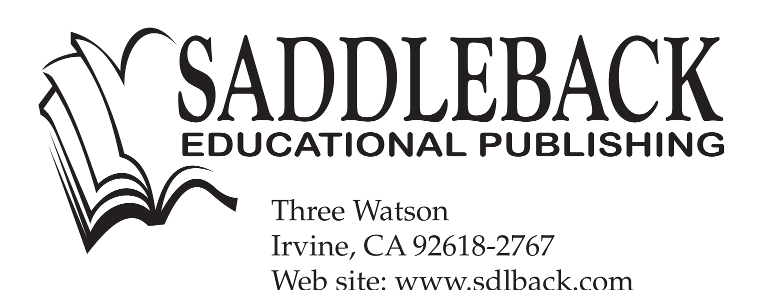


SHAKESPEARE
MADE EASY
Hamlet

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Web site: www.sdlback.com

ISBN-13: 978-1-59905-130-7
ISBN-10: 1-59905-130-3
eBook: 978-1-60291-420-9

Printed in the United States of America
10 09 08 07 9 8 7 6 5 4 3 2



Contents



To the Teacher

As any teacher or student who has read Shakespeare knows, his plays are not easy. They are thought-provoking and complex texts that abound with romance, deceit, tragedy, comedy, revenge, and humanity shown at its very worst as well as its very best. In short, to read Shakespeare is to explore the depths and heights of humanity.

The *Shakespeare Made Easy* Activity Guides are designed by teachers for teachers to help students navigate this journey. Each guide is broken into six sections of four activities and one review. At the end of each guide is a final test, a variety of culminating activities, and an answer key. The activities are meant to aid textual comprehension, provide creative opportunities for the reader to make personal connections with the text, and help busy teachers gain quick access to classroom-tested and age-appropriate activities that make the teaching of Shakespeare an easier task.

Each regular activity, as well as each culminating activity, can be modified to be an individual or a group task, and the reviews and tests can be used as quick comprehension checks or formally scored assessments. The guides may be used in conjunction with the Barron's *Shakespeare Made Easy* texts or alone. Ultimately, the *Shakespeare Made Easy* Activity Guides are intended to assist teachers and students in gaining an increased understanding of and appreciation for the reading of Shakespeare.



Introduction to the Play

Background to *Hamlet*

Hamlet has long been thought to be one of the most important plays ever written in English. The story of Hamlet comes from Norse legend. The story is based on a Danish nobleman who took revenge after his uncle killed his father and married his mother. The Danish historian Saxo Grammaticus wrote the story in the 12th century, but it is believed to be much older. In Saxo's version, Amleth (Hamlet) pretends to be crazy after his father is murdered. He is upset by his mother's attachment to his uncle, and he confronts her in private, during which he kills a hidden spy. He is then sent away to England, and returns to Denmark, called Jutland, by switching the order for his death with those of his escorts, so that they are killed instead of Amleth. The story of Amleth was also retold by the French writer François Belleforest in 1580. In Belleforest's retelling of this tragedy, he names the main character Hamblet, Prince of Denmarke. In this version, Hamblet is cunning and decisive in his revenge.

In addition to these sources, Shakespeare is said to have been influenced by Thomas Kyd's *The Spanish Tragedy*, a revenge play. The revenge play was a popular type of drama in Shakespeare's era. In this kind of drama, the main character carries out a bloody revenge, which usually costs his own life. Like Hamlet, the main character in Kyd's revenge play is upset with himself for his inability to carry out the revenge right away. Also, like *Hamlet*, *The Spanish Tragedy* contains a play within a play, a woman who becomes insane and commits suicide, and a ghost who demands that the main character avenge a murder. However, Kyd's version is more graphic and sensational than Shakepeare's play as the focus is on the revenge and its bloody consequences rather than on the character's thoughts and characterization.

In order to understand Shakespeare's characterization of Hamlet, one must know something of the psychology and philosophy of his day. A typical Englishman of Shakespeare's time believed that reality consisted of a combination of four main elements: air, water, fire, and earth. Each human being was also composed of these four elements, and to be physically and psycologically healthy meant that these elements were in balance. Imbalances of the elements resulted in imbalanced personalities. A person over-balanced by air was said to be of a sanguine temperament—light, happy, and carefree. If a person was overbalanced by water, it was said that person was phlegmatic—slow of movement and speech and often seen as lazy and self-indulgent. If a person was overbalanced by fire, the person was choleric—easily angered but quick to end any conflict. In Hamlet's case, because he was overbalanced by earth, he was melancholy. It was a temperament of thoughtful sadness, often resulting in someone who was stubborn and suspicious. It is easy to see how Shakespeare gave Hamlet actions to show his melancholy temperament.

Additionally, it is important to realize that this play was written as a tragedy. The marks of Shakespearean tragedy are that the tragic figure must be a person of great stature who falls from a high position. The audience feels empathy for the hero and experiences pity and terror at his death at the end of the play. The tragic protagonist usually follows the six-step tragic pattern: 1. "Dilemma" (should Hamlet believe the ghost?); 2. "Wrong Choice" (killing Polonius, delaying action); 3. "Suffering" (estrangement and the death of Ophelia); 4. "Perception" ("There's a divinity that shapes our ends,/ Rough-hew them how we will"); 5. "Death" (the final fencing scene); and 6. "Restoration to Order"(the establishment of Fortinbras as successor in Denmark). It is Shakespeare's skill at presenting the tragedy of Hamlet that has led to his importance as a writer in English literature.

Synopsis of *Hamlet*

Act one, Scene 1

The scene opens at Elsinor Castle in Denmark. The castle guards have asked Horatio to help them deal with a ghost that has appeared to them at night. Horatio thinks that they are seeing things, but the ghost appears. Horatio thinks that it looks like King Hamlet, the late king of Denmark. He tries to talk to the ghost, but it disappears. After the men talk about King Hamlet's victory over Norway's Fortinbras, the ghost appears again. It seems as if it wants to speak, but the coming of the dawn forces it to go away. Horatio decides to tell Prince Hamlet about the ghost of his father.

Act one, Scene 2

Inside Elsinor Castle, King Claudius speaks with the members of the court. He says that it is time to stop mourning the death of King Hamlet and to celebrate his union with Gertrude. He also says that Denmark is being threatened by young Fortinbras of Norway, who wishes to win back the land that was lost by his father to King Hamlet. Next, he gives permission to the son of Polonius, Laertes, to return to Paris. Finally, he speaks to his nephew Hamlet. He is unhappy that Hamlet is still mourning his father, and Gertrude agrees. They ask Hamlet to stay with them and not return to school in Wittenberg, and Hamlet agrees.

After everyone leaves to celebrate the marriage of Claudius and Gertrude, Hamlet gives his first soliloquy, which shows his disgust for his mother and her new husband. Horatio and the other soldiers enter and tell Hamlet about the appearance of his father's ghost. They decide that Hamlet will go out with them that night and try to communicate with the ghost.

Act one, Scene 3

Laertes is getting ready for his return to Paris. He says good-bye to his sister, Ophelia, and tells her that Hamlet is not really in love with her, and that because Hamlet is a Prince, he is not free to marry her. Their father, Polonius, enters and gives Laertes advice about his life in France. Then Polonius tells Ophelia that she should not allow Hamlet to spend time with her. Ophelia says she will do what Polonius says.

Act one, Scene 4

Outside the castle at night, Horatio and Hamlet look for the ghost. They can hear the celebrating of the marriage going on inside the castle. Hamlet is disgusted by the amount of drinking that is going on. The ghost arrives, and Hamlet tries to speak to it. The ghost motions for Hamlet to follow, and Hamlet pursues the ghost even though his friends warn him not to go. To protect Hamlet, they decide to follow him.

Act one, Scene 5

The ghost tells Hamlet that he is the ghost of King Hamlet. The ghost demands that Hamlet avenge his death. Hamlet's Uncle Claudius murdered King Hamlet when he was sleeping in the garden of the castle. The murder was even more despicable because King Hamlet was killed before he could confess his sins, and now he is in purgatory. The ghost tells Hamlet to kill King Claudius but to leave his mother alone. The ghost then goes away.

Hamlet is met by Marcellus and Horatio, and he has them swear that they will not tell anyone about the ghost. The ghost echoes Hamlet and says, "Swear," from underneath them. Hamlet says that they should never say what they have seen even if Hamlet acts a bit strangely at times.

Act two, Scene 1

Polonius asks Reynaldo to go to Paris to report on Laertes's behavior. Polonius thinks that Laertes may be making inappropriate choices. Polonius tells Reynaldo to discover the truth about Laertes's actions by suggesting to Laertes's friends that Laertes may be acting immorally and then seeing what the others say. However, Polonius warns Reynaldo not to harm the honor of his son.

Ophelia enters and is upset by Hamlet's actions toward her. He approached her with his clothing entirely messy, grabbed her hand, and stared at her for a long time. Polonius thinks that Hamlet is acting crazy because Ophelia has refused to see him. He decides to tell the King about Hamlet's odd behavior.

Act two, Scene 2

Rosencrantz and Guildenstern, two friends of Hamlet from their university days together, have been summoned by King Claudius to discover why Hamlet is acting mad. Polonius arrives to state that the King of Norway has talked Fortinbras out of attacking Denmark. Fortinbras will attack Poland instead and wishes only to be able to march through Denmark on the way to Poland. Polonius then offers his opinion that Hamlet is acting crazy because Ophelia has rejected him. The King and Queen, however, do not think that Hamlet's madness is only due to his relationship with Ophelia.

Hamlet enters, dressed strangely and acting mad. Polonius tries to talk with Hamlet, but Hamlet acts as if he does not know Polonius and calls him a "fishmonger." After Polonius leaves, Rosencrantz and Guildenstern greet Hamlet. Hamlet can tell that King Claudius has brought them to Denmark. Hamlet discusses the upcoming visit of an acting

company with them. When the actors arrive, Hamlet makes them feel welcome. One of the actors speaks the lines of a poem about the death of King Priam of Troy and the mourning of his wife, Queen Hecuba. When Polonius escorts most of the actors to their rooms, Hamlet asks one actor if the troupe is willing to perform a play, *The Murder of Gonzago*. They agree to help Hamlet.

By himself, Hamlet speaks another soliloquy. Hamlet is disturbed that he cannot act more swiftly to accomplish the revenge. Hamlet hopes that by observing Claudius's reactions to the play, he will be able to tell whether or not Claudius truly murdered his father.

Act three, Scene 1

Rosencrantz and Guildenstern tell Claudius and Gertrude that they do not know exactly why Hamlet is acting mad. Polonius tells them that they are all invited to that evening's performance, and Claudius readily accepts. Then Ophelia is asked to wait for Hamlet to come by while the King and Polonius wait behind some curtains. Hamlet enters, speaking his famous "To be or not to be" soliloquy. He sees Ophelia and states that he does not love her. After Hamlet leaves, Claudius and Polonius speak with Ophelia. Polonius thinks Hamlet's troubles all center on Ophelia, but Claudius thinks that Hamlet might be upset with his being King. He decides to send Hamlet to England as soon as possible.

Act three, Scene 2

Hamlet tells the actors how to perform the scene he has written. The actors positively receive his acting advice. Hamlet requests that Horatio observe the King's response to the play. Everyone in the court arrives for the performance, and Hamlet sits close to Ophelia, making bawdy comments to her. The actors come out onstage and first perform a dumb scene that shows the murder of a king in a garden. Then the play begins. When the play shows the murder of the king, Claudius is upset, asking for light as he leaves the room. Hamlet is now convinced that Claudius murdered his father.

After the play, Hamlet becomes upset that Rosencrantz and Guildenstern keep probing him about his madness. Then Polonius tells Hamlet that Gertrude wishes to speak with him in her chamber. When everyone leaves, Hamlet decides that he will avenge his father's death on Claudius but will not harm his mother beyond using words.

Act three, Scene 3

The King tells Rosencrantz and Guildenstern that they will escort Hamlet to England.
The King, thinking he is alone, expresses his remorse for killing his brother. He tries to pray to confess his sins. Hamlet sees the King kneeling in prayer and realizes that he could kill the King and complete his goal of avenging his father's murder. However, he decides to wait for a time when King Claudius is not spiritually prepared for death.

Act three, Scene 4

Polonius hides behind the curtains as soon as he hears Hamlet coming to Gertrude's room. Hamlet arrives and begins to reprove his mother's behavior in a way that makes her afraid. She cries for help, and when Polonius seeks to help her, Hamlet stabs at the curtains because he thinks the figure is Claudius. Hamlet is unfazed that he has killed Polonius and continues to harangue his mother for marrying Claudius. The ghost of Hamlet's father appears and tells Hamlet to focus on the revenge and not to focus on his mother. Seeing Hamlet speak with an invisible ghost, Gertrude is even more convinced that Hamlet is insane. He asks his mother to stop sleeping with Claudius. Hamlet leaves the room, dragging the body of Polonius with him.

Act four, Scene 1

Now convinced that Hamlet is mad, Gertrude tells Claudius that Hamlet has killed Polonius. Claudius is upset by this news and asks Rosencrantz and Guildenstern to find Hamlet.

Act four, Scene 2

Rosencrantz and Guildenstern try to discover where Hamlet has hidden the body of Polonius. They speak to Hamlet, and he answers them in crazy riddles but manages to call them the sponges of the King, soaking up the favor of Claudius.

Act four, Scene 3

Hamlet refuses to tell his uncle where the body of Polonius is. He speaks to Claudius as if he were mad. Claudius tells Hamlet that he will have to go into exile to England for his own safety. Hamlet agrees to go. After Hamlet leaves, Claudius reveals that he will ask the king of England to kill Hamlet.

Act four, Scene 4

Hamlet finds Fortinbras on his way to attack Poland. Hamlet realizes that the land Fortinbras is seeking has no value and that the army of Fortinbras is ready to die for "an eggshell." In contrast, he is unable to complete the revenge that the ghost of his father has asked him to carry out. Upset with himself, he vows to carry out his task.

Act four, Scene 5

Ophelia enters, insane because of the death of her father and the exile of Hamlet. Ophelia distractedly sings love songs and then exits the stage. Laertes enters and is angry about the death of his father and that he was buried quickly without any honors. When Ophelia enters, obviously mad, Laertes vows to punish whoever caused his father's death.

Act four, Scene 6

Horatio reads a letter from Hamlet about his voyage to England. The ship was taken over by pirates, but Hamlet was spared because he was the Prince of Denmark and could offer them some favors when he returns to Denmark.

Rosencrantz and Guildenstern, however, are still on their way to England

Act four, Scene 7

Laertes learns that Hamlet was not punished for killing Polonius because of his mother's affection and the people's support of Hamlet. A messenger brings the King letters from Hamlet. Hamlet is coming back to Denmark alone. The King helps Laertes plan a duel between Laertes and Hamlet that will kill Hamlet because Laertes's sword will not have a guard on its tip. Also, Laertes says he will put poison on his sword to ensure that Hamlet dies. Claudius will prepare a poisonous drink for Hamlet in case the sword does not kill Hamlet.

Gertrude enters and announces that Ophelia has drowned in a river.

Act five, Scene 1

Two gravediggers, working on Ophelia's grave, discuss death with humor and wit. Hamlet and Horatio enter, and they all speak about the power of death. Hamlet finds the skull of Yorick, the Jester, who took care of him when he was young. The funeral procession arrives, and all are grieved at the loss of Ophelia. Laertes is so upset that he jumps into her grave and asks to be buried with her. Hamlet approaches the grave and jumps in also, declaring that he loved Ophelia more than forty thousand brothers. They fight. After they are separated, the King reminds Laertes that he will be able to avenge his sister's death during the duel.

Act five, Scene 2

Hamlet reveals to Horatio how he switched letters so that Rosencrantz and Guildenstern were killed rather than Hamlet. Hamlet speaks of his respect for Laertes. Osric, a courtier, speaks to Hamlet about the duel he needs to fight against Laertes, and Hamlet agrees to the match. At the duel, Laertes and Hamlet shake hands, and Hamlet expresses his remorse for killing Polonius. They choose weapons, and Laertes makes sure he has the poisoned rapier. The King tries to make Hamlet take a drink of poisoned wine, but instead Gertrude drinks from the poisoned cup. Then Laertes wounds Hamlet with the poisoned sword. Hamlet charges at Laertes, and during the fight, Laertes loses control of his rapier. Hamlet picks it up and stabs Laertes with the poisoned blade. Gertrude falls to the ground and dies.

As Laertes is dying, he tells Hamlet that the King is at fault for everything. Enraged, Hamlet stabs the King and forces him to drink the poisoned wine. The King dies. Then Laertes asks forgiveness of Hamlet, and he dies also. Horatio wants to die with Hamlet by drinking from the poisoned cup, but Hamlet asks him to live in order to tell his story.

A noise is heard outside. It is Fortinbras. With his dying breath, Hamlet requests that Fortinbras be the next King of Denmark. When Fortinbras arrives, Horatio explains that he knows the full story and asks for the opporunity to tell it publicly. Fortinbras announces that Hamlet should have a soldier's honorable burial.

Annotated Character List for *Hamlet*

Ghost of Hamlet: The ghost of the former King of Denmark, Hamlet's father. He tells Hamlet to avenge his murder at the hands of Hamlet's Uncle Claudius.

Claudius: Current King of Denmark. Brother and murderer of the former King Hamlet. He is hateful in young Hamlet's eyes because he has married his mother, Gertrude. Claudius suspects Hamlet knows that he murdered Hamlet's father, so Claudius distrusts young Hamlet and schemes to have him killed.

Gertrude: Hamlet's mother and widow of King Hamlet. Still Queen of Denmark, she is now married to her late husband's brother, Claudius.

Hamlet: Prince of Denmark. He is the son of the murdered King Hamlet and Queen Gertrude. Hamlet is deeply disturbed about his father's death and his mother's quick marriage to his Uncle Claudius. His suspicions are confirmed when the ghost of his father tells him to avenge his murder at the hands of Claudius.

Polonius: Lead counselor to King Claudius. He is also father of Laertes and Ophelia. He likes to give advice, and he thinks Hamlet's madness is due to Hamlet's love for Ophelia. Hamlet kills Polonius by mistake when he is hiding behind a curtain in Gertrude's bedroom to spy on Hamlet.

Laertes: Son to Polonius and Ophelia's brother. He is a carefree bachelor who leaves Denmark to go to school in France. However, when his father is killed by Hamlet, he returns to avenge his father's death. He is killed in a duel with Hamlet by his own poisoned sword during the final scene. During the match, Laertes wounds Hamlet with his poisoned sword and kills him.

Ophelia: Daughter of Polonius and sister to Laertes. She loves Hamlet but is forbidden by her father to carry on a relationship with him. She goes insane when her father is killed by Hamlet, and she subsequently drowns.

Reynaldo: A servant to Polonius

Horatio: Hamlet's best friend. He listens to all Hamlet's thoughts and struggles.

Rosencrantz and Guildenstern: Two friends who are hard to tell apart. They come to Denmark at the request of King Claudius to discover the source of Hamlet's madness. They help to take Hamlet to England, where they are killed by Hamlet's orders. They try to appear to be Hamlet's friends, but Hamlet knows they are more loyal to King Claudius.

Fortinbras: Prince of Norway. He wants to come to Denmark to gain back lands lost to the former King Hamlet. He is persuaded not to invade Denmark. Fortinbras's courage causes Hamlet to name him the next leader of Denmark.

A *Captain*: A captain of Fortinbras's army

Voltemand: A member of the Danish court who tries to avoid an attack by Fortinbras

Cornelius: A member of the Danish court who tries to avoid an attack by Fortinbras

Osric: A member of the Danish court who tells Hamlet he is to fence with Laertes

Barnardo, Marcellus, and *Francisco:* Soldiers on watch at the opening of the play who see the ghost of Hamlet's father

Players: Members of an acting company who help Hamlet determine if Claudius is guilty of the murder of Old Hamlet. They put on a show called *The Mousetrap*.

Gravediggers: Two men who dig the grave for Ophelia and make grim jokes about death

Ambassadors: Political representatives from England

A *Priest:* Officiates at Ophelia's funeral

Other Minor Characters: A sailor, gentlemen, two messengers, lords, soldiers, attendants, guards, followers of Laertes

Shakespeare and Stage Directions

The plays of Shakespeare are so well written that they seem to leap off the page and come to life. However, the plays themselves have very few stage directions. Perhaps this is because Shakespeare's plays were performed in large amphitheaters that were very simple.

This was a time before electric lights, so the plays needed to take place during the day to utilize the natural light. The average time for a performance was between noon and two in the afternoon. Theater historians report that there were typically no intermissions; plays ran from beginning to end without a break and took about two hours.

The set might be painted canvas to illustrate whether the play was occurring in a forest or a town, for example. Sometimes the background was accompanied by a sign that indicated the place as well. Props were few and large: a table, a chariot, gallows, a bed, or a throne.

However, the audience in Shakespeare's plays expected a spectacle for the price of admission. Therefore, there were many devices to produce a gasp from the audience. For example, a device in the loft of the theater could raise and lower actors so that they could play gods, ghosts, or other unusual characters. Additionally, a trapdoor in the stage offered a chance for a quick appearance or disappearance. The actors could suggest a beheading or hanging with various illusions on the stage. Sound effects suggesting thunder, horses, or war were common. Music was important, and drums and horns were often played.

Most important to the sense of spectacle were the costumes worn by the actors. These were elaborate, colorful, and very expensive. Therefore, they often purchased these outfits from servants who had inherited the clothes from their masters, or from hangmen, who received the clothes of their victims as payment for their services.

Though Shakespeare's stage directions are sparse, definition of a few key terms will be helpful for the reader. The following is a brief glossary of stage directions commonly found in Shakespeare's plays.

Selected Glossary of Stage Directions in Shakespeare's Plays

Above: an indication that the actor speaking from above is on a higher balcony or other scaffold that is higher than the other actors

Alarum: a stage signal, which calls the soldiers to battle; usually trumpets, drums, and shouts

Aside: words spoken by the actor so the audience overhears but the other actors on the stage do not. An aside may also be spoken to one other actor so that the others on stage do not overhear.

Calls within: a voice offstage that calls to a character on the stage

Curtains: Curtains were fabrics draped around a bed that could be opened or closed for privacy.

Draw: Actors pull their swords from their sheathes.

Enter: a direction for a character to enter the stage. This can be from the audience's right (stage right) or the audience's left (stage left).

Enter Chorus: a direction for an actor to come to the center of the stage and offer some introductory comments, usually in blank verse or rhyming couplets. In *Romeo and Juliet*, the Chorus delivers a sonnet, a form of poetry associated with love.

Exeunt: All characters leave the stage, or those characters named leave the stage.

Exit: One character leaves the stage.

Flourish: A group of trumpets or other horn instruments play a brief melody.

Have at: Characters begin to fight, usually with swords.

Pageant: a show or spectacle of actors in unusual costumes, usually without words

Prologue: an introduction spoken by the Chorus that gives an overview to the audience and invites them into the play or scene

Retires: A character slips away.

Sennet: a series of notes sounded on brass instruments to announce the approach or departure of a procession

Singing: a signal for the actor to sing the following lines as a tune

Within: voices or sounds occurring offstage but heard by the audience



Introduction to Shakespeare

A Brief Biography of William Shakespeare

William Shakespeare was born in April 1564 to John and Mary Shakespeare in Stratford-upon-Avon, England. His birthday is celebrated on April 23. This is memorable because April 23 is also the day Shakespeare died in 1616.

Shakespeare was the eldest of nine children in his family, six of whom survived to adulthood.

William Shakespeare's father worked with leather and became a successful merchant early in his career. He held some relatively important government offices. However, when William was in his early teens, his father's financial position began to slide due to growing debt. After many years, John Shakespeare's fortunes and respect were restored, but records indicate that the years of debt and lawsuits were very stressful.

Historians assume that young Will went to school and took a rigorous course of study including Latin, history, and biblical study. In 1582, at the age of eighteen, he married Anne Hathaway, who was three months pregnant. Studies of Elizabethan family life indicate that Anne's situation was not unusual since it was accepted that the engagement period was as legally binding as the marriage. The couple had a daughter, Susanna, followed by twins, Hamnet and Judith. Not much is known about Shakespeare during the next seven years, but his name is listed as an actor in London by 1592. This was a difficult time for the theater because measures to prevent the spread of the plague regularly closed the theaters.

Between 1594 and 1595, Shakespeare joined the Chamberlain's Men as a playwright and actor. The acting company featured actor Richard Burbage, and they were a favorite of Queen Elizabeth I. During this time, Shakespeare was writing such plays as *Romeo and Juliet* and *A Midsummer Night's Dream*. Even though Shakespeare was enjoying great success by the time he was 32, it was dampened by the death of his son, Hamnet, in 1596. Soon after, Shakespeare refocused on his home in Stratford where he bought an estate called New Place, with gardens, orchards, and barns in addition to the main home. He still maintained a home in London near the theater.

In 1599, Shakespeare wrote *Henry V*, *Julius Caesar*, and *As You Like It*. The Globe Playhouse was up and running, with Shakespeare a 10 percent owner. This means that he was able to earn 10 percent of any show's profits. This business position helped him solidify his wealth.

In 1603, Shakespeare's reputation earned his acting troop the sponsorship of James I, who requested one play performance per month. Their name changed to the King's Men. By this time, Shakespeare had written and performed in almost all of his comedies and histories. He was proclaimed the finest playwright in London.

But Shakespeare still had what is considered his finest writing to do. He began his writing of tragedies beginning with *Hamlet* in 1600. In the following five years, Shakespeare wrote *Macbeth*, *Othello*, and *King Lear*. Why Shakespeare turned to these darker, more serious themes is widely debated by scholars. But all agree that these plays established Shakespeare's premier place in English literature.

Toward the end of 1609 through 1610, Shakespeare began to write his problem romances. These works, *The Winter's Tale*, *Cymbeline*, and *The Tempest*, are rich with mature themes of forgiveness, grace, and redemption.

After 1611, at the age of 47, Shakespeare moved back to Stratford exclusively, settling into life at New Place and enjoying a renewed relationship with his daughters, especially Susanna. He prepared a will, which has become famous for the request to leave his wife their "second best bed." Many have debated whether this is a sentimental or cynical bequest. In the same year that his daughter Judith married, 1616, Shakespeare died at the age of 52. However, it was not until 1623 that all his plays were collected into one manuscript, now referred to as the *First Folio*. The fellow King's Men players who compiled the manuscript, Heming and Condell, entitled it *Mr. William Shakespeare's Comedies, Histories, and Tragedies*.

Shakespeare's England

The age of Shakespeare was a glorious time for England. William Shakespeare's life in England was defined by the reign of Queen Elizabeth I (1558–1603). During her leadership, England became an important naval and economic force in Europe and beyond.

England's rise to power came when its navy defeated the Spanish Armada in 1588, when Shakespeare was about 24 years old. Queen Elizabeth was skillful in navigating through the conflicts of religion. She maintained religious independence from Rome as the Church of England became firmly rooted during her reign. Additionally, she financed the establishment of colonies in America to grow the British Empire and expand its economic opportunities. At the end of her reign, England was the leader in trade, naval power, and culture.

Because of its role as the main economic, political, and cultural center of England, London became the hub of England's prosperity and fame. If anyone wanted to become famous as a poet or dramatic writer during Shakespeare's time, he would need to be in London. In fact, London was full of great writers besides Shakespeare, such as Marlowe, Sidney, and Jonson. Yet, even as London was full of parties, trade, and amusement, it was also full of poverty, crime, and disease. Crime was a large problem, and the main jail in London was called the Clink. Disease and poor sanitation were common. In fact, twice in Shakespeare's lifetime, London endured an outbreak of the plague, which killed thousands upon thousands of people.

Before Queen Elizabeth took the throne, London was a modestly sized city of about 60,000 people. By the time James I took the throne at her death, more than 200,000 people

lived in London and its suburbs. People were attracted to London because it gave many opportunities for work and financial improvement. It was also a vibrant social scene for the upper class. In fact, one honor of being a noble was the opportunity to house Queen Elizabeth and her entire party if she was in your neighborhood. If she was a guest, it was expected that her noble hosts would cover all the expenses of housing her group. She made many "progresses" through England and London, establishing her relationships with the nobility. However, several nobles asked to be released from this honor because the expense of supporting her visit had often caused them bankruptcy.

Perhaps it was better to be a flourishing member of the English merchant middle class. Their numbers and influence were rising in England at the time of Shakespeare. This was a new and an exciting development in Western European history. One major factor in the rise of the middle class was the need for wool for clothing. The expansion of the wool trade led to the formation of entire cities throughout England, and sparked progress in many other areas of commerce and trade.

With the rise of the middle class came a concern for more comfortable housing. Rather than serving simply as shelter or defense against attack, housing developed architecturally and functionally. One major improvement was the use of windows to let in light. Also, houses were built with lofts and special places for eating and sleeping, rather than having one multifunctional room. However, doors between rooms were still very rare, so that privacy in Shakespeare's time did not really exist.

Meals in Shakespeare's England were an important part of the day. Breakfast was served before dawn and was usually bread and a beverage. Therefore, everyone was really hungry for the midday meal, which could last up to three hours. If meat was available in the home, it was usually served at this time. A smaller supper was eaten at 6:00 or 7:00 P.M., with the more wealthy people able to eat earlier and the working class eating later. Cooking was dangerous and difficult since all meals were cooked over an open fire. Even bread was not baked in an oven but was cooked in special pans placed over the fire. A pot was almost always cooking on the fire, and the cook would put in whatever was available for supper. This is most likely where the term "potluck" came from.

Furniture was usually made of carved wood, as woodcarving was a developing craft in Shakespeare's day. One important part of an Elizabethan home was the table, or "board." One side was finished to a nice sheen, while the other side was rough. Meals were served on the rough side of the board, and then it was flipped for a more elegant look in the room. The table is where we get the terms "room and board" and having "the tables turned." Another important part of a middle or an upper-class home was the bed. Rather than being made of prickly straw, mattresses were now stuffed with softer feathers. Surrounded by artistically carved four posts, these beds were considered so valuable that they were often a specifically named item in a will.

Clothing in Shakespeare's time was very expensive. Of course, servants and other lower-class people wore simple garb, often a basic blue. But if a person wanted to display his wealth, his clothing was elaborate and colorful, sewn with rich velvet, lace, and gold braid. An average worker might earn seven or eight English pounds in a year, and a very nice outfit for a nobleman might cost as much as 50 or 60 pounds. In other words, if seven or eight healthy workers pooled their money for the entire year, spending nothing else, they could buy only one respectable nobleman's outfit.

Entertainment was an important part of life in Shakespeare's England. Popular sports were bear-baiting, cockfighting, and an early form of bowling. Bear-baiting, in which a dog was set loose to fight with up to three chained bears in the center of an amphitheater, and cockfighting, in which roosters pecked each other to death, were popular then but would be absolutely unacceptable entertainment today. Bowling, however, has maintained its popularity in our current culture.

In London, a main source of entertainment was the theater. Some theaters were very large and could hold more than two thousand people. Even poor people could attend the theater since entrance cost only one penny (equivalent to 60 cents today), and they could stand around the stage. For a bit more money, a person could sit in an actual seat during the performance. However, some thought that going to the theater could be dangerous to your body or your soul. The theaters were closed twice during the plagues to reduce the spread of the disease. The Puritans disapproved of the theater as an unwholesome leisure time activity. And the Puritans also disliked the theater because the theaters were located in an area of London surrounded by brothels and bars. Nevertheless, the theater became respectable enough by 1603 to be supported by James I—and he was the monarch who directed the King James Version of the Bible to be translated.

Student Name ____________________ Date __________



ACTIVITY 1

A Father's Explanation

Act one, Scene 1

Background In Act one, Scene 1, Marcellus asks Horatio what the cause is for all of the feverish military preparation, and Horatio explains it.

Directions Imagine that Marcellus is at home later that night after hearing Horatio's explanation for the wartime preparation. He wants to explain it to his eight-year-old son, who is fascinated by all of the activity. Imagine that you are Marcellus paraphrasing Horatio's speech so that your young son will understand and not be frightened. Write your explanation below.

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ACTIVITY 2

What Ghosts Do

Act one, Scene 1

Background As Horatio, Barnardo, and Marcellus confront and then discuss the ghost that has appeared to them, they demonstrate some superstitions and beliefs that they have about ghosts.

Directions Reread the following lines and describe what assumptions the speakers are making about the ghost and ghosts in general. Use another sheet of paper, if necessary.

Lines 79–81: "In what particular thought to work I know not, but in the gross and scope of my opinion, this [seeing the ghost] bodes some strange eruption to our state."

Assumption(s):

Lines 144–153: "If there be any good thing to be done that may to thee do ease, and grace to me, speak to me; if thou are privy to thy country's fate, which, happily, foreknowing may avoid, oh speak! Or if thou has uphoarded in thy life extorted treasure in the womb of earth, for which, they say, you spirits oft walk in death, speak of it."

Assumption(s):

Lines 160–163: "We do it wrong, being so majestical, to offer it the show of violence, for it is as the air, invulnerable, and our vain blows malicious mockery."

Assumption(s):

Lines 166–172: "I have heard the cock, that is the trumpet to the morn, doth with his lofty and shrill-sounding throat awake the god of day, and at his warning, whether in sea or fire, in earth or air, th'extravagant and erring spirit hies to his confine."

Assumption(s):

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ACTIVITY 3

A King's Explanation and a Son's Sorrow Act one, Scene 2

Background Hamlet's father, after whom he's named, has died. King Hamlet's brother, Claudius, has taken over as king and married his brother's wife, Hamlet's mother. The King and Hamlet have two very different perspectives on the events that have occurred, but Hamlet must keep his feelings to himself.

Directions Reread the lines spoken by Claudius and Hamlet in the beginning of Scene 2 in order to answer the following questions. Please use complete sentences. Use another sheet of paper, if necessary.

1. How does King Claudius make the marriage to his deceased brother's wife seem reasonable (lines 1–14)?

2. How does Hamlet view his uncle's marriage to his mother (lines 131–160)?

3. How does the King view Hamlet's continued mourning for his father (lines 94–108)?

4. How does Hamlet specifically view his mother for marrying his uncle (lines 140–155)?

5. Horatio, the ghost's presence, and now Hamlet (in line 160) have each foreshadowed trouble to come. What bad thing do you think is going to happen and to whom?

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ACTIVITY 4

Brotherly Advice

Act one, Scene 3

Background In lines 1–54 of Act one, Scene 3, Laertes warns Ophelia about Hamlet's behavior toward her. Laertes, being a concerned big brother, doesn't think that Hamlet's affection for his sister will last. He wants to make sure that his little sister's heart doesn't get broken, so he urges Ophelia not to take Hamlet's flirtations too seriously. Though times have changed and, for the most part, people no longer formally court each other, a sister being warned by her over-protective brother is a situation that could easily occur today.

Directions In the space below, write Laertes and Ophelia's exchange in lines 1–54 into modern-day language, so that it sounds like a conversation that could actually occur today. You will need to use another sheet of paper. Suggested length: ¾ of a page–1 page

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ACTIVITY 5

Review

Directions Answer the following questions. Write the letter of the correct answer in the space provided. For 10–12, write true (T) or false (F) in the space provided.

___ 1. This play takes place in what country?

a. Italy
b. France
c. England
d. Denmark

___ 2. Why does young Fortinbras want war with Denmark?

a. He wishes to regain the lands his father lost to King Hamlet.
b. He wishes to avenge his father's death.
c. He has already captured most of Germany and wants to expand his territory.
d. Because Claudius is a mortal enemy of his, and now that Claudius is king, Fortinbras will stop at nothing to destroy him.

___ 3. Laertes asks permission of the King to return to where?

a. Germany
b. France
c. the Netherlands
d. Switzerland

___ 4. How many months does Hamlet say his father has been dead before his mother married Claudius?

a. not quite two
b. four
c. almost three
d. six

___ 5. What do the King and Queen request of Hamlet?

a. a blessing upon their marriage
b. his signature on a paper saying he won't want the throne
c. that he not return to Wittenberg University
d. that he stop courting Ophelia

___ 6. According to Horatio, what happens to ghosts when the cock crows?

a. They must return to wherever they came from.
b. They become violent if disturbed at that point.
c. They must make amends with whomever they harmed in life.
d. They flinch as if they are physically hurting.

(continued)

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ACTIVITY 5

Review (continued)

___ 7. What is Hamlet's mother's name?

a. Cornelia
b. Portia
c. Calpurnia
d. Gertrude

___ 8. When speaking of his mother, Hamlet remarks, "Frailty, thy name is woman!" Why is he upset with her?

a. for marrying so quickly after his father's death
b. for not letting him return to school
c. for scolding him about mourning for his father
d. for not giving him money due to him after his father's death

___ 9. Why is there so much military activity as of late?

a. They are preparing for war with Italy.
b. They are trying to revitalize the forces that were depleted by the late King Hamlet.
c. They are preparing for war with Fortinbras.
d. none of the above

___ 10. True or false: Marcellus, Horatio, and Barnardo want to tell Hamlet that they've seen his father's ghost.

___ 11. True or false: The ghost disappears when the cock crows.

___ 12. True or false: Ophelia stubbornly refuses to listen to advice from her brother and father concerning Hamlet's intentions toward her.

___ 13. What is young Hamlet's station in life?

a. king
b. prince
c. courtier
d. statesman

___ 14. Who is Fortinbras?

a. Prince of Norway
b. Hamlet's friend
c. Hamlet's cousin
d. Ophelia's father

___ 15. When Horatio tells Hamlet that he, Marcellus, and Barnardo have seen the ghost, Hamlet's reaction is

a. amused disbelief
b. a desire to see the ghost for himself
c. anger
d. absolute terror

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ACTIVITY 6

Profile of the Prince

Act one, Scenes 2–4

Background In Hamlet's speech in lines 16–41 of Act one, Scene 4, he contemplates the nature of humans and how a single character flaw can become a person's downfall. Shakespeare often has his protagonists contemplate the nature of humankind, and then he goes on to show us *their* flaws.

Directions Based on each indicated passage below, answer this question: What do these lines say or show about Hamlet? Use another sheet of paper, if necessary.

- Hamlet to Gertrude, Act one, Scene 2, lines 79–88

- Hamlet to Gertrude, Act one, Scene 2, line 122

- Hamlet, Act one, Scene 2, lines 131–161

- Hamlet, Act one, Scene 2, lines 262–269

- Laertes to Ophelia, Act one, Scene 3, lines 13–31

- Hamlet, Act one, Scene 4, lines 94–95

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ACTIVITY 7

A Picture of Purgatory

Act one, Scene 5

Background In Act one, Scene 5, lines 4–6 and 13–27, the ghost alludes to the fact that he must return to purgatory, a place where he will pay for his sins until they are purged and he can go to heaven. The ghost says he's forbidden to talk of the terrors of this place, but if he did describe them, it would be horribly frightening to mortals.

Directions Reread the lines that the ghost speaks in the beginning of Scene 5. Then imagine that you are directing a modern-day movie version of *Hamlet*, with a nearly limitless budget. Although the ghost will not describe purgatory to Hamlet, you choose to show it to your audience. As the ghost in your version of the scene talks about his supernatural prison, have visions of it appear to the viewer. Use the text as a jumping off point, and detail what your version would look like. Make your description as vivid as possible. Use another sheet of paper, if necessary. Suggested length: ¾ of a page

Student Name ______________________ Date ____________



ACTIVITY 8

What the Ghost Said

Act one, Scene 5

Background Marcellus and Horatio try to keep Hamlet from following the ghost but are unsuccessful in holding him back. They decide to follow him.

Directions Imagine that you are Marcellus or Horatio, spying on Hamlet speaking to the ghost, worried that the ghost will do some harm to Hamlet. In the space below, draft a report to your superior about what the ghost said to Hamlet in Scene 5. Use another sheet of paper, if necessary. Suggested length: ¾ of a page to one page

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ACTIVITY 9

Courtly Reporter

Act one

Background Much of what happens in Act one sets up the themes of the entire play. Some events take place in public while others are private occurrences.

Directions Imagine that you write a newspaper that focuses on the daily occurrences in Denmark's royal court. Decide which events from each scene in Act one are important enough to warrant a write-up in your paper. In the space below, write an article incorporating those events. Use another sheet of paper, if necessary. Be sure to mention the people involved and the possibility of war with Fortinbras (discussed in Scenes 1 and 2). Scenes 4 and 5 will have little coverage because the reporter would not know about the ghost. Suggested length: 1⁄2 page to one page

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ACTIVITY 10
Review

Directions Test your understanding of the characters thus far by matching each character with the correct description of him or her. Write the letter of the correct character in the space provided. All letters will be used at least once, and some letters will be used more than once.

a. Fortinbras	d. Laertes	f. Gertrude	h. Horatio
b. Claudius	e. Polonius	g. The ghost	i. Hamlet
c. Ophelia			

_____ 1. wants to return to France

_____ 2. married her deceased husband's brother

_____ 3. wishes to gain back land lost to Denmark

_____ 4. tells how he was murdered by the use of poison

_____ 5. Ophelia's father

_____ 6. friend of Hamlet; saw the ghost

_____ 7. current King of Denmark

_____ 8. courted by Hamlet

_____ 9. Prince of Denmark

_____ 10. Hamlet's stepfather

_____ 11. wants his son to avenge his unnatural death

_____ 12. politely listens to the advice of her brother and father

_____ 13. wishes that her son would not return to the university

_____ 14. plans on pretending to be insane

_____ 15. tells Hamlet that to continue grieving his father is "unmanly"

ACTIVITY 11

Is War Imminent or Not?

Act two, Scene 2

Background Voltemand, a councillor to the King, reports on the situation between Denmark and Norway in lines 63–83.

Directions Answer the following questions about Voltemand's report to the King in order to better understand whether or not Denmark will go to war with Norway.

1. "Upon our first, he sent out to suppress his nephew's levies, which to him appeared to be a preparation 'gainst the Polack. . . ." (lines 64–66)

   a. What did the King of Norway send?

   b. The King of Norway believed that his nephew was rallying troops for war with what country?

2. "But better looked into, he truly found it was against your highness. Whereat grieved, that so his sickness, age, and impotence was falsely borne in hand, sends out arrests on Fortinbras. . . ." (lines 68–71)

   a. Who was Fortinbras's army really preparing to go to war with?

   b. What did the King of Norway do in order to rebuke Fortinbras once he discovered Fortinbras's true intentions?

   c. Describe the King of Norway's health.

(continued)

ACTIVITY 11

Is War Imminent or Not? (*continued*)

3. "Which he [Fortinbras], in brief, obeys. . . and, in fine, makes vow before his uncle never more to give th'assay of arms against you. . . ." (lines 71–74)

   What was Fortinbras's response to the King's rebuke?

4. "Whereon old Norway, overcome with joy, gives him three thousand crowns in annual fee and his commission to employ those soldiers so levied, as before, against the Polack, with an entreaty, herein further shown, that it might please you to give quiet pass through your dominions for this enterprise, on such regards of safety and allowance as therein are set down." (lines 75–83)

   a. What does the King of Norway want to have done with the troops that were gathered to fight against Denmark?

   b. What request does the King of Norway make of Claudius, King of Denmark?

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ACTIVITY 12

The Power of a Play Questionnaire

Act two, Scene 2

Background Hamlet believes that he will be able to tell whether or not his uncle is guilty of murdering his father based on Claudius's reaction to a play showing a similar murder.

Directions Answer the following questions in complete sentences, and be prepared to share your answers with the class. Use another sheet of paper, if necessary.

1. Hamlet is convinced that his uncle's reaction to the play will betray whether Claudius did indeed commit the murder that the ghost said he did. Do you think that a play can have this type of powerful emotional effect upon a person? Why or why not?

2. What do you think makes plays sometimes more powerful and captivating for the audience than movies?

3. Describe your favorite play, and explain why it is your favorite. If you could choose to see your favorite play again or to see your favorite movie in the theater, which would you choose and why?

4. Hamlet has been criticized by readers and scholars because he can't decide what action to take and is unable to act quickly. Based on what you have read so far, do you think the critics are right or not? Do think Hamlet is taking too long to exact revenge upon his uncle? Why or why not?

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ACTIVITY 13

Rewriting Hamlet's Soliloquy

Act two, Scene 2

Background In Hamlet's Act two, Scene 2 soliloquy, lines 536–594, he experiences a wide range of emotions: He feels disgust at his own inability to act quickly upon the ghost's command to avenge his unnatural death, rage against Claudius, and joy at the thought of proving Claudius's guilt (to name a few).

Directions Reread this soliloquy and paraphrase this important speech, putting Hamlet's thoughts in modern-day language. Imagine that you are Hamlet looking in the mirror at yourself, talking out loud to help sort through the many thoughts and emotions you are experiencing. Write a summary of the soliloquy by condensing passages. You should try to come up with a general paraphrase rather than a line-by-line retelling. Use another sheet of paper, if necessary. Suggested length: 1 page or 30–40 lines

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ACTIVITY 14

One Scene, Many Events

Act two, Scene 2

Background Act two, Scene 2 is the longest scene in *Hamlet,* and many different events happen in it. To understand the play, it is necessary for readers to understand the importance of each event.

Directions Read the following seven passages that refer to seven different events occurring in this scene. Then write one sentence per event that identifies the event and briefly explains its importance to the plot of the play.

Event 1: "I entreat you both that, being of so young days brought up with him. . . by your companies to draw him on to pleasures and to gather, so much as from occasion you may glean, whether aught to us unknown afflicts him thus that, opened, lies within our remedy." (lines 10–18, spoken by Claudius)

Your sentence:

Event 2: "Say, Voltemand, what from our brother Norway?" (line 62, spoken by Claudius)

Your sentence:

Event 3: "Your noble son is mad." (line 97, spoken by Polonius)

Your sentence:

(continued)

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ACTIVITY 14

One Scene, Many Events (continued)

Event 4: "At such a time I'll loose my daughter to him. Be you and I behind an arras then." (lines 173–174, spoken by Polonius)

Your sentence:

Event 5: "Were you not sent for? Is it your own inclining? Is it a free visitation? Come, come, deal justly with me." (lines 275–276, spoken by Hamlet)

Your sentence:

Event 6: "The actors are come hither, my lord." (line 385, spoken by Polonius)

Your sentence:

Event 7: "I'll have these players play something like the murder of my father before mine uncle. I'll observe his looks; I'll tent him to the quick." (lines 584–586, spoken by Hamlet)

Your sentence:

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ACTIVITY 15
Review

Directions Read each statement and decide if it is true or false. Then write true (T) or false (F) in the space provided.

_____ 1. Polonius sends someone to spy on Laertes in France.

_____ 2. Polonius and Ophelia believe Hamlet has gone mad because Ophelia has rejected his offers of love.

_____ 3. Rosencrantz and Guildenstern are distant relatives of Hamlet.

_____ 4. Fortinbras is proceeding with his plans to attack Denmark.

_____ 5. Polonius plans to spy on Hamlet and Ophelia.

_____ 6. Hamlet has a plan to determine whether Claudius is guilty of murdering his father that includes the actors.

_____ 7. Hamlet is suspicious about why Rosencrantz and Guildenstern are there visiting him.

_____ 8. Polonius gives a report about Fortinbras.

_____ 9. Polonius is always brief in what he says.

_____ 10. Hamlet tells Ophelia that he is only pretending to be mad.

_____ 11. The King and Queen have sent Rosencrantz and Guildenstern to determine the cause of Hamlet's madness.

_____ 12. There is a dispute occurring between the regular actors and a troupe of child actors.

_____ 13. Hamlet wants the actors to put on a comedic play.

_____ 14. Hamlet wonders whether or not he is a coward.

_____ 15. Hamlet professes his undying love for Ophelia in this act.

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ACTIVITY 16

Ophelia's Diary

Act three, Scene 1

Background Ophelia believes Hamlet to be insane. Moreover, rather than declaring his love for Ophelia, Hamlet has become very rude to her.

Directions In the space below, write a diary entry from Ophelia's perspective about her situation with Hamlet, keeping in mind the following things from the play:

- Ophelia was obeying her father's command to rebuff Hamlet's romantic overtures, and now he is acting insane. She may feel responsible.
- Hamlet has gone from courting her to speaking very rudely to her in a very short time. She is probably not only bewildered but also heartbroken.

Use another sheet of paper, if necessary. Suggested length: ¾ of a page–1 page

Student Name ______________________________ Date ______________

ACTIVITY 17

A King's Remorse

Act three, Scene 3

Background In Act three, Scene 3, lines 37–75, the King expresses a feeling he has repeated several other times in the play—that of remorse. He feels an oppressive guilt for the murder of his brother, and he longs to be absolved of the deed.

Directions Answer the following questions to better understand the King's speech and to explore your own feelings about revenge, betrayal, and forgiveness.

1. Why does Claudius feel he cannot pray (lines 41–46)?

2. Why does Claudius feel that there can be no forgiveness for his sin (lines 54–59)?

3. What is Claudius's view of heaven (lines 63–67)?

4. Do you believe that there are some crimes so terrible that there should be no forgiveness, even if the perpetrator of the crime is truly penitent?

5. Do you believe that revenge is ever justified? For instance, if Hamlet kills Claudius, is that simply justice because Claudius killed Hamlet's father, or is murder always wrong? Explain your answer.

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ACTIVITY 18

A Queen Looks Inward

Act three, Scene 4

Background In Act three, Scene 4, Hamlet bluntly and sometimes cruelly tells his mother how wrong she was to marry his uncle after his father died.

Directions First, reread lines 46–57 and write the eight negative consequences that Hamlet claims Gertrude's marriage has had. Second, imagine that you are the unhappy Gertrude, and you have been made to see your weakness and folly in marrying a man such as Claudius so soon after your first husband has died. You've seen Hamlet "speaking" to the ghost that you could not see, and you wonder if such a ghost really exists. You write a letter to your dead husband to be left on his grave with the hope of securing his forgiveness for marrying Claudius.

Part I Eight Consequences of Gertrude's Marriage (according to Hamlet)

1.

2.

3.

4.

5.

6.

7.

8.

Part II Letter to King Hamlet from Gertrude. Use another sheet of paper, if necessary.

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ACTIVITY 19

Hamlet, Cruel or Kind?

Background After Hamlet rebukes Gertrude in Act three, Scene 4, for marrying his uncle, she claims that Hamlet has broken her heart. Hamlet later replies that he must be "cruel only to be kind" (line 194). So far, has Hamlet generally been cruel or kind? So far, is Hamlet the "good guy" in this story or not? You be the judge.

Directions Think of what you have read of the play thus far. Decide whether or not Hamlet has been cruel or kind to the following characters and explain why you think so. Refer to specific lines or events to support your answers. Also, if he has been cruel but you think his cruelty has been justified, explain that as well. You will need to use another sheet of paper to answer these questions.

1. Polonius:

2. Ophelia:

3. Horatio:

4. Gertrude:

5. Rosencrantz and Guildenstern:

6. Claudius:

7. The actors:

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ACTIVITY 20

Review

Directions Read each question. Then write the letter of the correct answer in the space provided.

___ 1. In Hamlet's most famous speech, what does he contemplate?

a. war and peace
b. life and death
c. justice and injustice
d. marriage

___ 2. Where does Hamlet keep telling Ophelia to "Get thee to. . ."?

a. a theater
b. a nunnery
c. a market
d. none of the above

___ 3. What does Ophelia believe that Hamlet is?

a. insane
b. happy
c. unbelievably cruel
d. shy

___ 4. What is the play entitled that Hamlet commands to be performed?

a. *The Tempest*
b. *The Miser*
c. *The Murder of Gonzago*
d. *Pyramus and Thisbe*

___ 5. Whom does Hamlet ask to watch the King's face as he sees the play?

a. Rosencrantz
b. Horatio
c. Gertrude
d. Barnardo

___ 6. Polonius played what role in the play *The Tragedy of Julius Caesar*?

a. Brutus
b. Mark Antony
c. Calpurnia
d. Julius Caesar

___ 7. Where is Hamlet being sent by Claudius?

a. England
b. France
c. Norway
d. none of the above

(continued)

Student Name ______________________________ Date ____________



ACTIVITY 20

Review (continued)

Directions Match the character with his or her actions thus far. Write the letter of the correct action in the space provided.

Character	Action
___ 8. Gertrude	a. spies on Hamlet and dies as a result of it
___ 9. Polonius	b. gives very specific directions to an actor as to how to deliver a speech in a play
___ 10. Claudius	c. claims he cannot play the recorder
___ 11. Ophelia	d. is rebuked by her son
___ 12. Horatio	e. becomes embarrassed when Hamlet gives him a sincere compliment
___ 13. Hamlet	f. prays for forgiveness for the sin he has committed
___ 14. Guildenstern	g. describes how he was murdered
___ 15. The ghost	h. follows her father's advice concerning a suitor

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ACTIVITY 21

From a King to a King

Act four, Scene 3

Background Claudius tells Hamlet that, because Hamlet has killed Polonius, Hamlet must leave for England for his own safety. In a brief soliloquy, Claudius then tells the audience that he is really planning on having Hamlet murdered. He is going to detail how and why the deed must be done in a letter to the King of England.

Directions Compose the letter in which Claudius tells the King of England that Hamlet must be killed and write it below. It is no small thing to order the death of a prince, the rightful heir to throne of Denmark, so make sure that you make the reasoning for his death appear absolutely necessary. Make the letter formal, scholarly, and befitting a king. Use events from the play (the death of Polonius, Hamlet's insane ranting, and so forth) as support that Hamlet must be put to death.

Student Name ______________________________ Date ______________



ACTIVITY 22
Revenge

Background Like Hamlet, Laertes has sworn to avenge his father's death. The fact that Polonius's death and funeral were hushed up and shrouded in secrecy have made Laertes suspicious and angry. How Laertes goes about exacting revenge is different from how Hamlet goes about it.

Directions Think about the differences in how Hamlet and Laertes go about attempting to avenge their fathers' deaths; after rereading the following lines/passages, detail what they show about each man's personality/character.

Line(s)/Passages	Personality/Character/Temperament
1. Hamlet, Act one, Scene 2, lines 131–161	
2. Hamlet, Act two, Scene 2, lines 536–594	
3. Hamlet, Act three, Scene 3, lines 76–100	
4. Hamlet, Act four, Scene 4, lines 34–68	
5. Laertes, Act four, Scene 5, Laertes's lines throughout	
6. Laertes, Act four, Scene 7, Laertes's lines throughout	

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ACTIVITY 23

Hamlet's Spy

Act four, Scene 7

Background Hamlet has just returned from England, and he knows that the King wants him dead. Hamlet knows he must be very cautious about how he proceeds now.

Directions Just as Polonius spied on Hamlet, you are going to imagine that you are a dear friend of Hamlet's who is sent to spy on the King and Laertes. Reread Act four, Scene 7, and then tell Hamlet everything you heard and learned. Write your retelling in the space below. Use another sheet of paper, if necessary. Suggested length: ¾ of a page to 1 page

Student Name ______________________________ Date __________

ACTIVITY 24

Headlines

Act four

Background Much of the important action in *Hamlet* occurs in Act four as the play builds up to its tragic conclusion.

Directions Decide which event is central to each of the scenes in Act four. Then write a headline depicting those events for each of the seven scenes. Remember that headlines often employ alliteration ("**B**rawny **B**adgers **B**ludgeon Eagles in Semifinals"), use vivid action verbs, and are straightforward and attention-getting. Generally, articles (a, an, the) are left out of headlines.

1. Scene 1 Headline:

2. Scene 2 Headline:

3. Scene 3 Headline:

4. Scene 4 Headline:

5. Scene 5 Headline:

6. Scene 6 Headline:

7. Scene 7 Headline:

Student Name ______________________________ Date __________



ACTIVITY 25

Review

Directions Number the following events from the first four acts of *Hamlet* to match the order in which they occurred.

Act one

___ Polonius urges Ophelia to spurn Hamlet's advances.

___ The ghost commands Hamlet to avenge his death.

___ Hamlet resolves to act as if he is insane, and he swears Horatio to secrecy.

___ Horatio, Barnardo, and Marcellus see the ghost.

Act two

___ Voltemand gives a report concerning Fortinbras's warlike intentions.

___ The actors arrive, and Hamlet speaks with them.

___ The King explains to Rosencrantz and Guildenstern why they have been summoned.

___ Polonius sends someone to spy on Laertes in France.

Act three

___ Hamlet ponders life in the famous "To be or not to be" speech.

___ Hamlet considers killing Claudius but doesn't because Claudius is praying.

___ Hamlet rebukes his mother for marrying his uncle.

___ The royal court watches the play *The Murder of Gonzago*.

Act four

___ Ophelia drowns.

___ Laertes comes looking for revenge for his father's death.

___ The King tells Hamlet he must go to England.

___ The King and Laertes plan Hamlet's murder.

Student Name ______________________________ Date ____________



ACTIVITY 26

Writing like Shakespeare

Act five, Scene 1

Background In every Shakespearean tragedy, there are comic elements (like the gravediggers) and speeches during which life and death are pondered (as in this scene, when Hamlet speculates that no matter what we were or did during our lives, we all end up the same in the end).

Directions With a partner, write another brief scene between (a) the two gravediggers or (b) Horatio and Hamlet. A scene between the gravediggers will be comic, punning on words unknowingly as two commoners would do, treating lightly the morbid work that they do. A scene between Horatio and Hamlet will be retrospective, with Hamlet growing melancholy and pensive as he speculates on life and death. Write the scene using Shakespearean language, drawing upon the play for cues. Use another sheet of paper, if necessary. Suggested length: approximately 40 to 50 lines or about $1\frac{1}{2}$ pages

Student Name ____________________ Date ____________



ACTIVITY 27

Switching the Orders

Act five, Scene 2

Background In the beginning of this scene, Hamlet tells Horatio how he intercepted the note carried by Rosencrantz and Guildenstern that commanded Hamlet's death and wrote another note detailing that they be put to death instead.

Directions First, carefully reread lines 1–60 (lines 42–51 give more specifics about what Hamlet actually wrote in the letter to the King of England) and compose a letter to the King of England asking for the deaths of Rosencrantz and Guildenstern. Then, in the space below, write a brief but formal note from the King of England to Claudius, King of Denmark, explaining that the deed has been done.

Student Name ______________________________ Date ____________



ACTIVITY 28

Cast the Play

Background There are more than 45 movie or television versions of *Hamlet*. It is one of the most popular of Shakespeare's works.

Directions Imagine that you are a famous director who can get anyone you want to act in your version of *Hamlet*. Choose your cast and give reasons for your casting decisions. Use another sheet of paper, if necessary.

Character	Cast Member	Reasons
Hamlet		
Claudius		
The ghost		
Gertrude		
Ophelia		
Laertes		
Polonius		
Rosencrantz		
Guildenstern		
Horatio		
Fortinbras		
The gravedigger		

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ACTIVITY 29

Horatio's Explanatory Report to Fortinbras

Background In the final scene of the play, Gertrude, Claudius, Laertes, and Hamlet all die. During the course of the play, Polonius, Ophelia, Rosencrantz, and Guildenstern have also died.

Directions Imagine that you are Horatio, the one believable and informed witness to all of this death, and Fortinbras—who is to be named King—wants an accounting as to how all of these deaths occurred. In the space below, write him a report, starting with the murder of King Hamlet by his brother, Claudius. Use another sheet of paper to finish the report. Include all of the subsequent deaths and the causes for them. Suggested length: 1–2 pages

Student Name ____ Date ____________



ACTIVITY 30

Review

Directions Read the following quotations from *Hamlet*, and write the letter of the character who spoke the line in the space provided.

___ 1. "'Tis now the very witching time of night, when churchyards yawn and hell itself breathes out contagion to the world."

a. The ghost c. Claudius
b. Hamlet d. Laertes

___ 2. "Oh speak to me no more. These words like daggers enter in my ears."

a. Claudius c. Hamlet
b. Ophelia d. Gertrude

___ 3. "O, what a noble mind is here o'erthrown!"

a. Gertrude c. Ophelia
b. Polonius d. Laertes

___ 4. "To be or not to be, that is the question. . . . "

a. Hamlet c. The ghost
b. Claudius d. Fortinbras

___ 5. "My hour is almost come when I to sulph'rous and tormenting flames must render up myself."

a. Hamlet c. The ghost
b. Gravedigger d. Claudius

___ 6. "Oh my offence is rank, it smells to heaven; it hath the primal eldest curse upon't—a brother's murder!"

a. Claudius c. Hamlet
b. The ghost d. Laertes

___ 7. "I'll touch my point with this contagion, that if I gall him slightly, it may be death."

a. Polonius c. Claudius
b. Rosencrantz d. Laertes

___ 8. "O, from this time forth my thoughts be bloody or be nothing worth."

a. The ghost c. Claudius
b. Hamlet d. Laertes

___ 9. "At such a time I'll loose my daughter to him. Be you and I behind an arras then."

a. Laertes c. Hamlet
b. Polonius d. Fortinbras

___ 10. "O proud Death, what feast is toward in thine eternal cell, that thou so many princes at a shot so bloodily has struck?"

a. Fortinbras c. Hamlet
b. Claudius d. Horatio

Student Name ______________________________ Date __________



Hamlet

Final Test

Directions: Read each statement. Then write true (T) or false (F) in the space provided.

___ 1. The last person to die in the play is Hamlet.

___ 2. Claudius feels guilty for killing his brother.

___ 3. Ophelia knows that Hamlet is only acting insane.

___ 4. Hamlet's mother sees the ghost of her former husband.

___ 5. Hamlet considers Rosencrantz and Guildenstern true friends.

___ 6. Polonius dies while spying on Hamlet and Gertrude.

___ 7. Laertes is a proficient swordsman.

___ 8. While on his voyage, Hamlet is captured by pirates.

___ 9. Horatio is the only one Hamlet truly trusts.

___ 10. Ophelia was murdered.

Directions: Choose the letter of the best answer. Write it in the space provided.

___ 11. What occupation did Yorick have according to Hamlet?

a. night watchman
b. king's jester
c. priest
d. senator

___ 12. How is Hamlet related to Claudius? Claudius is Hamlet's

a. uncle.
b. cousin.
c. brother.
d. grandfather.

___ 13. When Laertes returns from France, who does he think is responsible for his father's death?

a. Claudius
b. Hamlet
c. Fortinbras
d. no one

___ 14. How does Ophelia die?

a. She starves herself.
b. She drinks poison.
c. She is stabbed.
d. She drowns.

(continued)

___ 15. What does Polonius think is the cause of Hamlet's insanity?

a. Ophelia's sudden rejection of his love
b. Hamlet's grief for his father
c. Hamlet's jealousy of Laertes
d. Hamlet's desire for travel

___ 16. Laertes poisons his sword to kill Hamlet. What does Claudius do to ensure Hamlet's death?

a. He has a dagger ready for a quick thrust.
b. He poisons the wine that Hamlet is meant to drink.
c. He has soldiers ready to kill Hamlet.
d. He has a poisonous snake ready to throw upon Hamlet.

___ 17. How does Gertrude die?

a. Hamlet kills her.
b. She kills herself.
c. She drinks poisoned wine.
d. none of the above

___ 18. Who is the last person in the play to speak?

a. Fortinbras
b. Horatio
c. Hamlet
d. Claudius

___ 19. Who advises Ophelia to reject Hamlet's romantic advances?

a. Gertrude and Polonius
b. Polonius and Laertes
c. Claudius and Gertrude
d. Horatio and Laertes

___ 20. Fortinbras is from what country?

a. England
b. France
c. Norway
d. Denmark

Student Name ______________________________ Date ____________



CULMINATING ACTIVITY 1

Writing an Obituary

Directions By the end of the play, many characters are dead. In the space below, write an obituary about one of them. Use another sheet of paper, if necessary. Draw from what you know of the character based on his or her actions and dialogue during the play. Read some sample obituaries from your local newspaper to get a sense of how obituaries are typically structured and the kinds of information they usually contain. You may want to write this in Shakespearean English. Suggested length: No less than 1 page

Student Name ______________________ Date __________



CULMINATING ACTIVITY 2

Was Hamlet a Tragic Hero?

Directions Write a multi-paragraph essay that explores your perception of Hamlet: Was he a tragic hero or simply a grieving son who thought too much and acted too little? Use events and quotations from the text for support. You will need to use additional sheets of paper to complete the essay. Suggested length: 3–5 pages

Student Name ________________________ Date ____________



CULMINATING ACTIVITY 3

Create a Movie Poster or a Book Jacket

Directions Imagine that you are a graphic designer working on designing either a movie poster (or a DVD cover) or a book jacket to promote *Hamlet*. Incorporate one of the major events from the play and as many of the characters as possible into your design. Make the design enticing and colorful, so that anyone seeing it would feel compelled to read the book or see the movie. Make both the lettering and design big and easy to read. You may use poster board or another sheet of paper for your design.

Student Name ______________________________ Date ______________



CULMINATING ACTIVITY 4

Hamlet, *the Phenomenon*

Directions *Hamlet* has been performed more than any other play in the world. There have been more than 45 movie versions of the play, and there has been more written about this play than any other. Why? Develop a two-sided debate, with the "affirmative" (pro) side saying that *Hamlet* deserves all of the attention it gets, and the "negative" (con) side saying that the play is overrated and not that good. Use support (characters, quotations, events, and so forth) from the play to prove each stance. In the space below, make two columns. Write your affirmative arguments in one column and your negative arguments in the other.

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CULMINATING ACTIVITY 5

Hamlet, *the Parody?*

Directions Take each of the five acts and condense the events and lines into a 3–5 minute version. Write everything in modern-day language, and then stage the 15–25 minute play. The result should be a humorous and concise rendition of the famous play. Write your version below, using additional sheets of paper.

Student Name ______________________ Date __________



CULMINATING ACTIVITY 6

Comparing Movie Versions

Directions There are multiple movie versions of *Hamlet*. Watch two versions and compare specific elements in an essay format. For instance, tell how Hamlet is portrayed in differing versions, how scenes with the ghost are handled, how Ophelia portrays madness, and so forth. Write your essay below, using additional sheets of paper, if necessary.

Activity 1

Answers will vary, but the basic explanation is that the King of Norway (Fortinbras, Sr.) challenged King Hamlet of Denmark (Hamlet, Sr.) to a personal fight. Both men wagered large sums of land based on the outcome of this duel. King Hamlet won (he killed Fortinbras) and took over his lands. Now young Fortinbras seeks to recover the land that his father lost. The Danes are preparing to defend themselves.

Activity 2

Answers will vary, but the following may serve as a guide:

Lines 79–81: The sightings of ghosts point to something that is wrong with society—they are a bad omen.

Lines 144–153: Horatio indicates that ghosts sometimes have supernatural knowledge of what is going to happen (perhaps the ghost will know what will happen when Denmark goes to war with Fortinbras) or they may have hidden treasure that they want some mortal to uncover before they (the ghosts) can rest.

Lines 160–163: You cannot harm ghosts, but you can irritate them by showing aggression or hostility.

Lines 166–172: When the cock crows and signals morning, the spirits or ghosts must return to wherever they came from.

Activity 3

Answers will vary slightly.

1. Claudius says that, despite grief for his brother, he and Gertrude acted sensibly by marrying, taking the best interests of their country to heart.
2. He views it as incestuous, too hasty, and evil; he is absolutely horrified that his mother has married his uncle. He considers it the utmost of betrayal on both of their parts (his mother's and uncle's).
3. Claudius says that Hamlet is being weak and obstinate to grieve so much; death will come when it will come, and to continue to mourn is being foolish and stubborn.
4. He thinks that she is weak, especially because she married his uncle less than two months after his father died. He is disgusted because she claimed to have loved his father, yet her actions belie her words.
5. Answers will vary.

Activity 4

Answers will vary, but you may want to point out to readers that Laertes isn't being critical of Hamlet, he is just saying that Hamlet is restricted in his romantic choices considering he is heir to the throne. Realistically, Ophelia probably would not be considered an appropriate choice for a future king.

Activity 5

1. d
2. a
3. b
4. a
5. c
6. a
7. d
8. a
9. c
10. T
11. T
12. F
13. b
14. a
15. b

Activity 6

Answers will vary, but the following may serve as a guide:

Lines 79–88: Hamlet really and truly loved his father and is deeply grieved at his passing. No amount of rebuking will make him pretend not to be heartbroken.

Line 122: Hamlet attempts to be respectful and obedient to his mother, or at least make a show of trying to do so.

Lines 131–161: He hates his uncle, is disgusted at this mother for her actions, misses his father, and is a passionate and learned young man.

Lines 262–269: He has courage; he will speak with the ghost even though he doesn't know if it means him harm.

Lines 13–32: Laertes paints a picture of Hamlet as an honorable young man who probably believes that he loves Ophelia now but will be unable to act upon those emotions to make her his wife because of his station (heir to throne of Denmark) in life.

Lines 94–95: He is not afraid to fight if someone stands in his way.

Activity 7

Descriptions and scenes will vary.

Activity 8

Reports will vary, but the following is a guide:

The ghost is Old Hamlet, former King of Denmark. He spoke of purgatory and said that he is forbidden to describe it, since it is so frightening that mortals could barely stand to hear of it. He commanded Hamlet, Jr. to avenge his death—the king was murdered! Though the official story is that the king was bitten by a poisonous snake in his garden, that snake was really Claudius! Claudius poured poison in the king's ear when he was sleeping. Claudius was infatuated and married Gertrude, and the king had to go to purgatory because he was unable to go to Mass to have his sins forgiven one last time before death. He urges Hamlet not to take any action against his mother because her conscience will be her punishment, but he tells Hamlet that he must avenge his murder. Finally, they (Horatio and Hamlet) hear the ghost telling them to swear to tell no one about his visit.

Activity 9

Articles will vary, but the following is a guide:

Scene 1: Fortinbras of Norway wants to regain the lands his father lost to King Hamlet and is planning to wage war on Denmark.

Scene 2: Laertes leaves for France.

Scene 3: Ophelia is warned against loving Hamlet.

Scenes 4 and 5: Both scenes involve the ghost, so the most that could be said was that young

Hamlet "disappeared" for a while and no one knew where he was.

Activity 10

1. d
2. f
3. a
4. g
5. e
6. h
7. b
8. c
9. i
10. b
11. g
12. c
13. f
14. i
15. b

Activity 11

Answers may vary slightly.

1\. a. He sent out orders to disband his nephew's troops.

b. He thought his nephew was going to war with Poland.

2\. a. Fortinbras was really going to war with Denmark.

b. He sent out orders restraining Fortinbras—telling him not to attack.

c. The king was very sick—on the edge of death.

3\. Fortinbras vowed not to attack.

4\. a. The king wants the troops sent to Poland, where he thought they were going in the first place.

b. He requests safe passage for his troops through Denmark.

Activity 12

Answers will vary.

Activity 13

Answers will vary, but the following is a guide:

I disgust myself with my inability to act. I'm amazed that the actor could make himself cry over nothing—a character in a dumb play! What would he do if he had the cause I have for grieving—kill himself? He would amaze people with his outpouring of aggression, rage, and grief. Yet what do I, the one with something to truly grieve, do? Nothing! Am I scared? Is anyone preventing me from acting? Does anyone taunt me? Honestly, perhaps that's what I need to stir me to action. I must be a coward. Bloody, crass, villain! Self-serving incestuous snake! I hate Claudius! Here I am, son of a much-loved and dignified father, cursing like a whore rather than acting. I make myself sick. I must think. People have been known to become very emotional at plays. They are so influenced by the realism of what they see, that sometimes people have actually confessed to their crimes if what they did matched what happened onstage. Perhaps this is how I will get Claudius to admit to killing my father. This is my chance to prove it and get revenge.

Activity 14

Answers will vary, but the following will serve as a guide:

Event 1: Claudius is effectively making Rosencrantz and Guildenstern his "spies" to discover what is wrong with Hamlet.

Event 2: Voltemand describes what has happened with Fortinbras—how he had wanted to go to war with Denmark, but the King of Norway intervened to stop it.

Event 3: Polonius believes that Hamlet is insane due to his daughter refusing his romantic advances.

Event 4: Polonius and Claudius are going to spy on Hamlet and Ophelia to discover if Hamlet does really love her and if this is the cause of his sudden strange behavior.

Event 5: Hamlet is suspicious (rightly so) of Rosencrantz and Guildenstern.

Event 6: The actors have come to the Royal Court of Denmark and will perform a play at Hamlet's request.

Event 7: Hamlet will have the actors put on a play that has a murder very like the murder of King Hamlet; Hamlet is certain that he will know if Claudius actually killed Hamlet's father based on Claudius's reaction to the play (particularly the scene depicting the murder).

Activity 15

1. T
2. T
3. F
4. F
5. T
6. T
7. T
8. F
9. F
10. F
11. T
12. T
13. F
14. T
15. F

Activity 16

Diary entries will vary.

Activity 17

Answers may vary; the following is a guide for 1–3:

1. His sense of guilt is so strong, that he can barely think to pray.
2. He is reaping the benefits of his sin/murder (the crown, Gertrude as his wife), so he feels he will not be forgiven.
3. Heaven is like a truth serum: There is no hiding from anything you have ever thought or done there. All is truth.

Activity 18

Answers will vary, but the following is a guide for part I:

Part I. 1. Innocence is put to shame. 2. Trashes virtue 3. True love turns to whoring.
4. Marriage vows become shallow and empty.
5. All pledges become worthless. 6. Makes religion simply words and no more 7. God blushes at this hypocrisy and evil. 8. God is disgusted with humanity.

Activity 19

Answers will vary.

Activity 20

1. b
2. b
3. a
4. c
5. b
6. d
7. a
8. d
9. a
10. f
11. h
12. e
13. b
14. c
15. g

Activity 21

Letters will vary.

Activity 22

Answers may vary, but the following may serve as a guideline:

1. Hamlet has a tendency to get carried away by his emotion. He thinks deeply before acting.
2. He is slow in acting upon his wishes; he is disgusted with himself for his delay in achieving revenge, but he does come upon a plan. He tends to overthink things.
3. He has a deep sense of vengeance and hatred; he wants to kill Claudius at a time when Claudius, like Hamlet's father, has not had a chance to repent his sins. Hamlet wants Claudius to experience all measures of misery. Hamlet has still not acted; he is pondering still.
4. Hamlet feels no remorse; he is somewhat mercenary at a certain point and feels absolved of his murderous deed because of Polonius's folly (spying when he shouldn't have).
5. Laertes acts rashly without too much thought, and obviously has the sway to get people to follow him. He is angry about this father's death and the way in which it was handled, and he was ready to kill the King for it.
6. He can barely contain his actions—he wants so badly to kill Hamlet. He tends to act before he thinks, and he is unafraid of the consequences for his actions.

Activity 23

Answers will vary.

Activity 24

Headlines will vary.

Activity 25

Order of events:

Act one: 2, 3, 4, 1

Act two: 3, 4, 2, 1

Act three: 1, 3, 4, 2

Act four: 4, 2, 1, 3

Activity 26

Scenes will vary.

Activity 27

Letters will vary.

Activity 28

Answers will vary.

Activity 29

Answers will vary.

Answers will vary.

Activity 30

1. b
2. d
3. c
4. a
5. c
6. a
7. d
8. b
9. b
10. a

Final Test Answers

1. T	11. b
2. T	12. a
3. F	13. a
4. F	14. d
5. F	15. a
6. T	16. b
7. T	17. c
8. T	18. a
9. T	19. b
10. F	20. c

Culminating Activity 1

Obituaries will vary.

Culminating Activity 2

Essays will vary, but the following may serve as grading guidelines:

- Strong thesis that remained the focus for entire paper
- Textual support
- Within length guidelines
- Properly attributed quotations from play
- Demonstrated understanding of text
- Well-supported thesis
- Proper spelling and punctuation

Culminating Activity 3

Posters and book jackets will vary. Here are some possible grading guidelines:

- Colorful
- Easy-to-read
- Incorporated title
- Represented the book and events appropriately

Culminating Activity 4

Responses will vary.

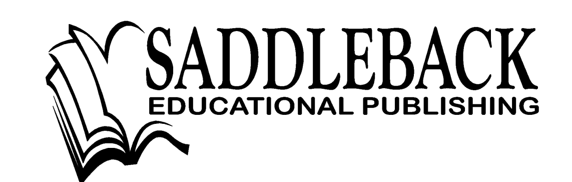
Culminating Activity 5

Responses will vary, but the following may serve as a grading guideline:

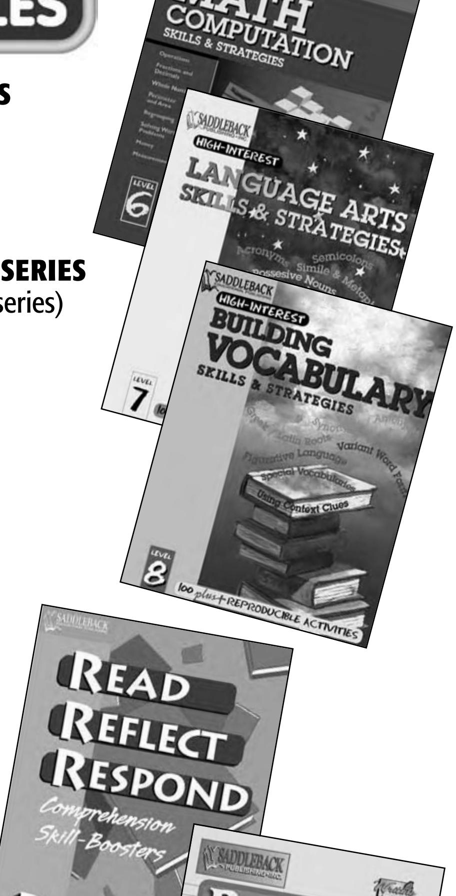
- Students were not overly tied to scripts (practiced enough)
- Demonstrated understanding of play; didn't misinterpret lines or events
- Everyone in group participated in some way in the presentation
- Kept performance within time guideline
- Energetic and enthusiastic performance; spoke loud enough for everyone to hear

Culminating Activity 6

Responses will vary.



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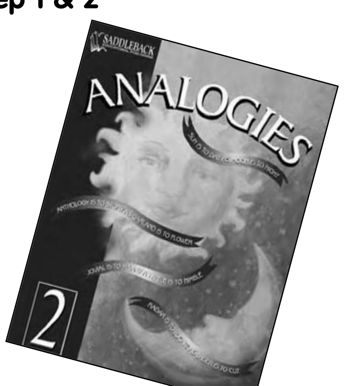
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